WHAKATANE INTERMEDIATE SCHOOL

CAREERS CURRICULUM

Each board, through the principal and staff, is required to provide appropriate career education and guidance for all students in Year 7 and above, with a particular emphasis on specific career guidance for those student who have been identified by the school as being at risk of leaving school unprepared for the transition to the workplace or further education/training.

This document reflects the guidance of “Understanding Career Education in Year 7 and 8” from the Careers NZ website.

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| **THE FOCUS AT YEAR 7 AND 8** | **WHAT DOES THIS LOOK LIKE AT WIS?** |
| At this stage, students need opportunities to:**learn:*** to question self and others about learning options, jobs and work
* to explore by researching, information gathering, finding and using resources about areas of interest and the working world
* how to plan and prepare for change and transitions

**develop awareness:*** of their own growing skills, strengths and interests, their unique self
* that there are connections between people’s abilities and interests and the careers they choose
* that people’s skills are built up over time through ongoing learning
* that planning is important and people plan over time to achieve learning goals and future careers
* that there are actions that help people cope with change and transitions

**be exposed to:*** a range of learning and work situations and jobs to broaden understandings of the world of work
* a diversity of people and jobs to help in valuing all types of work, understanding hidden complexities in work, and reducing stereotype and gender beliefs
* the stories of individuals and their careers to help understandings of how people become what they are, why adults have different roles.
 | * Use “career quest” on-line
* Guest speakers at assembly sharing their career
* Inviting parents into class to share their careers and allowing students to ask questions; parents input into the careers topic
* Discussions about transition to High Schools, open days, career choices etc
* Projects in class focussed on students interests, strengths, and potential career options
* Going to Technology classes at school opens their eyes to skills needed for potential careers
* Goal setting discussions
* “The Real Game”
* Opportunities, such as taking part in a large scale production, leading or linking to acting, directing, becoming technicians
* Integrated into classroom programmes eg Commonwealth Games – associated jobs from building to feeding athletes
* Practising C.V.’s
* Opening students minds to myriad of opportunities – choose a career and research aspects of that career
* Investigate job data bases and “situations vacant” to find out where to look for jobs and what is available now
* Students inquire into “what careers might be available in the future” (reminding them that there will be jobs that haven’t yet been discovered
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| **Key Competencies** |
| **Thinking** | **Using language, symbols, and texts** | **Managing Self** | **Relating to others** | **Participating and contributing** |
| * learning to think about the future
* recognising the broad scope of work now and in the future
* developing an understanding of what is involved in decisions making
 | * learning the language of careers, the vocabulary of skills
* researching information about work and careers
* communicating knowledge and ideas in appropriate ways
 | * developing and maintaining self-esteem and self-belief
* developing and broadening aspirations beyond stereotypes
* developing new skills and a sense of competence
* understanding change and growth as part of life
* learning how to set goals and make plans
 | * developing skills for positive interactions with others
* listening to others’ experiences of goals in learning and work
* recognising the work roles of others and valuing these
* learning different styles of interaction for new situations
 | * understanding contribution to society through work
* understanding how school and participation in learning relates to future life roles
* developing a vision of self in the future world of work
* valuing connections to community
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Review Date: August 2014